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ABSTRACT

GRADES OR AGES: High school (grades not specified).
SUBJECT MATTER: Psychology. ORGANIZATION AND PHYSICAL APPEARANCE: The course contains 12 units. The material is set out in columns--content, student activities, time, teacher activity or strategy, materials, and evaluation. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The introductory material lists six objectives for the student. Details of activities are given for each unit. INSTRUCTIONAL MATERIALS: Page references in the basic texts, films, and other reference materials are listed for each unit. STUDENT ASSESSMENT: The method of evaluating each activity by quiz, interview, paper, or project, is stated, but details are not included. (MBM)

SCHOOL DISTRICT OF BENSALAM TOWNSHIP
CORNWELLS HEIGHTS, PA.

PSYCHOLOGY

U.S. DEPARTMENT OF HEALTH,
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I. OVERVIEW

Psychology is the study of the behavior of human beings and lower animals in order to understand human behavior.

A study of psychology should provide an appreciation of the ways in which the science can be applied to problems of behavior. At the same time it should be made clear that psychology, like all sciences, has absolute and final answers. As a consequence of his study the student will be less likely to accept the sweeping claims and generalizations that are often made by the untrained layman. Hopefully, he will learn to recognize that many of the motives he attributes to others are merely reflections of his own needs and values. At the same time, he will approach the study of psychology with increasing objectivity. As the student progresses in his study of psychology, he will develop a greater appreciation for the dignity, the importance, and the brotherhood of all men.

PSYCHOLOGY

of the behavior of human beings and lower animals in an attempt to better

should provide an appreciation of the ways in which the general methods of
study of behavior. At the same time it should be made clear that no science,
absolute and final answers. As a consequence of his study of psychology, the
student should accept the sweeping claims and generalizations that are made by the pseudo-
science and learn to recognize that many of the motives he attributes to others are real-
istic and values. At the same time, he will approach the problems of his own
life. As the student progresses in his study of psychology, he should emerge
with a realization for the dignity, the importance, and the brotherhood of man.

II. TEACHER OBJECTIVES (GENERAL)

To develop an understanding of psychology as the study of the behavior of animals and the part of the psychologist in developing and applying methods and study.

(SPECIFIC)

Upon completion of this course the student should be able to:

1. Recognize the various factors which influence the psychology.
2. Define and recognize in their psychological context the terms.
3. Infer the psychologist's point of view from selected portions.
4. Demonstrate familiarity with the methods by which the psychologist determines the authenticity of evidence.
5. Write a brief summary explaining the uses of psychology.
6. Construct, develop, and/or demonstrate a minimum of one

(GENERAL)

Understanding of psychology as the study of the behavior of human beings and lower
psychologist in developing and applying methods and tools appropriate to this

(SPECIFIC)

In this course the student should be able to:

Understand the various factors which influence the psychologist's point of view.

Recognize in their psychological context the terms used in this course.

Understand the psychologist's point of view from selected portions of his work.

Obtain familiarity with the methods by which the psychologist determines
the quality of evidence.

Prepare a summary explaining the uses of psychology.

Develop, and/or demonstrate a minimum of one major project.

	Unit I Time	Teacher Activity or Strategy	Materials	Evaluation
the following ords the stu to write of them minutes	1 week	Teacher lecture	Text: <u>Psychology</u> Engle, Louis, Snellgrive	Quiz
pendent nt in the ent will be e relation- y to the anities vord re-		Demonstrate simple Chem. Exp. (candle and glass beaker) Demonstrate simple experi- ments (people)	<u>General Psycho- logy: A Survey</u> Aiken, L. Ch. 1 <u>General Psycho- logy</u> Swift, W.P. Ch. 8	Project

What? Content?	Student Activities	Time	Teacher Activity or Strategy
	After 1 period of instruction the student will be able to find the psychology section of the library, use the card catalog, and locate a specific magazine, book, or pamphlet Following an independent reading assignment in the textbook the student will be able to discuss the complexity of conducting experiments that deal with people rather than chemicals		Teacher guided tour and explanation of the library
IV. Uses of Data A. Tests and measurements B. Procedures of the scientific method C. Uses of animals D. Use of experimental data	Without any help the student will be able to go to the library, locate, a magazine or pamphlet and write a 3 paragraph report on one of the six psychological methods of inquiry		

ies	Time	Teacher Activity or Strategy	Materials	Evaluation
of instruction ll be able to ology section use the card ocate a speci- book, or		Teacher guided tour and ex- planation of the library		Quiz
Independent ment in the tudent will be s the complex- ing experi- al with people emicals				Interview
elp the student o go to the lib- a magazine nd write a 3 ort on one of ological meth-			Text: <u>Psychology</u>	Project

What? Content?	Student	Time	Teacher Activity or Strategy	
V. Major Fields and Measure- ments A. Laboratory Experimentation B. Assisting In- dividuals C. Group Psy- chology D. Educational Psychology	When handed an "Experi- mental Procedure Sheet" and presented with raw data the student will be able to correctly summarize the data under the appropriate headings: A. Nature of experiment B. Procedures used C. Materials used D. Data collected E. Conclusions Given a list of the following 8 vocabulary words the stu- dent will be able to write definitions for 6 of them cor- rectly in 15 minutes A. Control B. Hypothesis C. Subject D. Experimental group E. Dependent variable F. Independent variable G. Stimulus H. Response		Distribute "Experimantal Pro- cedure Sheet" and hypothetical data	

	Time	Teacher Activity or Strategy	Materials	Evaluation
eri- et" w data le to the riate ent		Distribute "Experimantal Pro- cedure Sheet" and hypothetical data		Teacher Evaluation
lowing e stu- rite em cor-				Quiz
p e le				

What? Content?	Student Activities	Time	Teacher Activity or Strategy
	From memory after independent study, the student will be able to write and explain in proper sequence the 5 steps of the scientific method A. Observation B. Classification C. Comparison D. Generalization E. Verification Without help the student will locate in the library several psychological journals select a topic of general interest, to himself and summarize or outline the main concepts of the article.		Overhead transparency showing the scientific method

	Time	Teacher Activity or Strategy	Materials	Evaluation
ter inde- e student rite and ex- equence the entific				Quiz
ent will lo- y several rnals sel- eral inter- nd sum- e the main rticle.		Overhead transparency show- ing the scientific method		Project

	Unit II Time	Teacher Activity or Strategy	Materials	Evaluation
Following aching the stu- correct- m in 10	2 weeks	Teacher lecture and text read- ing	Text: <u>Psychology</u> Engle & Snellgrove Ch. 2	Quiz
th in the will be f report nd Freud ntribu- cal research		Library Research Period		Project

What? Content?	Student Activities	Time	Teacher Activity or Strategy	Ma
I. Parapsychology A. Definition 3. Telepathy	Following independent study in the textbook and a teacher lecture, the student will be able to compare and contrast in an essay the Greek meaning of "Mind," with that of the modern psychologist When given a psychological pamphlet the student will be able to discuss orally the use of hypnosis in medicine or as anesthesia After listening to the tape of "The Strange Case of Bridie Murphy," the student will be able to assess and evaluate orally the phenomena of hypnosis		Play tape of "Bridie Murphy"	
III. Instinct or species - specific behavior A. Species - specific B. Maternal and Maternal behavior C. Alteration D. Other explanations	When given a psychological journal the student will be able to read and summarize an article on E. S. P.			

es	Time	Teacher Activity or Strategy	Materials	Evaluation
endent study and a teacher dent will be and con- y the Greek nd, " with rn psycho-				Essay quiz
ychological udent will be orally the in medicine				Interview
to the tape of ase of Bridie udent will be nd evaluate amena of		Play tape of "Bridie Murphy"		Interview
ychological ent will be summarize S. P.				Project

What? Content?	Student Activities	Time	Teacher Activity or Strategy
	When given a deck of playing cards the student will be able to conduct an E.S.P. experiment, collecting and recording raw data, drawing conclusions and summarizing the results When given the materials the student will be able to conduct an experiment in telepathy. He will collect, record, draw conclusions, summarize results from the data derived After 1 period of the independent study in the library the student will write a report and identify the characteristics of instinctive behavior in animals When given a diagram of the central nervous system the student will be able to label the parts of the brain, the areas where sensory perception occurs, and trace the path of afferent and efferent impulses along the system of nerves, within 20 minutes		Conduct experiment with playing cards Conduct experiment with playing cards Library research project and film Overhead transparency showing the central nervous system

	Time	Teacher Activity or Strategy	Materials	Evaluation
of playing will be able . P. ex- ing and re- drawing summariz-		Conduct experiment with play- ing cards		Teacher evalu- ation
aterials e able to ment in collect, clusions, ts from the		Conduct experiment with play- ing cards		Teacher evalu- ation
the inde- he library rite a re- the chara- nctive be-		Library research project and film	Film: "Mother Love" 26 min. - new born monkeys with substitute mothers. Carou- sel Films, Broad- way, N. Y.	Project
gram of the ystem the le to label rain, the ory per- nd trace nt and ef- long the , within 20 minutes		Overhead transparency show- ing the central nervous system	Overhead trans- parency showing central nervous system	Quiz

What? Content?	Student Activities	Unit III Time	Taching Activity or Strategy
I. Principles of Learning A. Learning 1. Trial and Error	Given a list of the following 19 words and a matching list of definitions, the student will be able to correctly match 15 within 15 mins. A. Classical Conditioning B. c-Response C. c-Stimulus D. Counter Conditioning E. Discrimination F. Extinction G. Frame H. Implicit Behavior I. Insight J. Learning K. Linear Program L. Branching Program M. Negative Reinforcement N. Operant Conditioning O. Positive Reinforcement P. Programed Learning Q. Spontaneous Recovery R. Unconditioned Response S. Unconditioned Stimulus Given the materials the student will be able to construct a finger maze or animal maze, conduct an experiment, tabulate the data and summarize the conclusions	3 weeks	Teacher lecture and text reading Build a maze and conduct an experiment

	Unit III Time	Taching Activity or Strategy	Materials	Evaluation
Following thing he stu- correct- 5 mins. tioning ning r near Program am rcement ning cement ning overy esponse imulus the stu- construct imal xperi- data and clusions	3 weeks	Teacher lecture and text read- ing Build a maze and conduct an experiment	Basic Text: <u>Basic Psychology</u> Munn, Fernald, and Fernald Ch. 4 <u>General Psycho-</u> <u>logy: A Survey</u> Aiken, Lewis R. Ch. 6 <u>General Psycho-</u> <u>logy</u> Swift, W. P. Ch. 7 Film: "<u>Conflict</u>" Ways of resolving conflict using mazes and rats McGraw-Hill 18 min.	Quiz Project paper

What? Content?	Student Activities	Time	Teacher Activity or Strategy
1. Classical Conditioning 2. Pavlov 3. Other types 4. Practical applications	After on period of independent study in the library the student will be able to write a report and draw inferences on Pavlov regarding his methods, point of view, his contributions to scientific study of behavior		Library research period film
5. Operant conditioning 6. Reinforcement	Given a 4 week period of semi-independent study the student will be able to collect, describe, and analyze the effectiveness of conditioning in magazine, TV, and Radio advertising		
7. Operant Conditioning 8. Punishment	Following independent reading in the text the student will be able to define the difference between classical and operant conditioning and cite 3 examples of each		
9. Programed Learning 10. Learning by Insight	Given the materials the student will solve 2 mechanical puzzles and describe orally a learning experience by insight		Distribute puzzles - allow students to experiment

	Time	Teacher Activity or Strategy	Materials	Evaluation
independent y the stu- o write a nferences ng his me- ew, his con- ntific study		Library research period and film	Film: "Conditioned Reflexes" Pavlov and The Theory of Conditioned Re- flexes, Brandon Films, N. Y. 20 min.	Project
period of semi- the student lect, de- ze the ef- conditioning in nd Radio				Project
udent read- student will the difference and operant cite 3 ex-				Quiz
als the stu- mechanical cribe orally ence by in-		Distribute puzzles - allow students to experiment		Interview

What? Content?	Student Activities	Time	Teacher Activity or Strategy
1. How to Learn Efficiency 2. Transfer 3. Other Factors Motivation 4. Meaning Full- ness Knowledge of Results 4. Massed versus distributed Practice 5. Whole Learn- ing versus Part Learning 6. Mnemonic Devices 7. Overlearning 8. Latent Learn- ing C. The progress of Learning	Given a list of the following 18 vocabulary words the student will be able to accurately define 14 in 20 mins. A. Coding B. Distributed Practice C. Latent Learning D. Long Term Memory E. Massed Practice F. Memory Trace G. Motivation H. Negative Transfer I. Nonsense Syllable J. Overlearning K. Part learning L. Plateau M. Positive Transfer N. Retention O. Selective Forgetting P. Short-term Memory Q. Transfer R. Whole Learning Given the materials the student will be able to conduct a transfer experiment, collecting conclusions and summarizing his results	Unit IV 1 week	Teacher lecture and Text Reading Conduct star drawing experiment

	Time	Teacher Activity or Strategy	Materials	Evaluation
Following the student's accurate answers.	Unit IV 1 week	Teacher lecture and Text Reading	Basic Text: Ch. 4 General Psychology Aiken, L. R. Ch. 4 General Psychology Swift, W. P. Ch. 3	Quiz
Practice laboratory				
For				
For				
During laboratory				
the student conduct experiment, collect and results		Conduct star drawing experiment		Project

What? Content?	Student Activities	Time	Teacher Activity or Strategy	Ma Ge Sw Ge Ail
	Given the materials the student will be able to conduct a memory experiment devising his own nonsense syllable and abstract figures. He will collect and record data, draw conclusions, and summarize results		Conduct memory experiment	
L. Remembering	Following 4 weeks of independent study the student will collect, organize, develop, and plan visual materials for a notebook or bulletin board that will illustrate 4 aspects that affect learning		Independent study	
J. Forgetting				
Unit V				
The Process of Thinking	Given a list of the following 13 vocabulary words the student will be able to write definitions for 9 of them correctly in 20 minutes	1 week	Teacher lecture	Ba Ge Ail
A. Basic Elements				Ge Sw
B. Concepts	A. Autistic Thinking			
C. Uncritical Thinking	B. Concept			
D. Creative Thinking	C. Concept Formation			
E. Imagining	D. Creative Thinking			
F. Reasoning	E. Deductive Thinking			
G. Applying Principles of learning to study and thinking examinations	F. Inductive Thinking			
	G. Delusion J. Inspiration			
	H. Fantasy K. Reasoning			
	I. Eidetic Imagery			
	L. Symbol M. Thinking			

	Time	Teacher Activity or Strategy	Materials	Evaluation
the stu- conduct nt de- nse syl- gures. record ons, and		Conduct memory experiment	General Psychology Swift, W.P. Ch. 9	Project
			General Psychology Aiken, L.R. Ch. 6	
f inde- udent will develop, erials ulletin trate 4 earning		Independent study		Project
ollowing s the stu- write de- em cor- s g ion ng ting ing spiration easoning ymbol M. Thinking	1 week	Teacher lecture	Basic Text: Ch. 5 General Psychology Aiken, L.R. Ch. 7 General Psychology Swift, W.P. Ch. 11	Quiz

What? Content?	Student Activities	Time	Teacher Activity or Strategy
	Following an independent reading assignment in the textbook the student will be able to outline the suggested methods for efficient reading and evaluate the extent to which the methods are based upon proven psychological principles Following an independent reading assignment in the textbook the student will be able to outline the suggested methods for taking essay and objective examinations. He will evaluate the extent to which these methods are based upon psychological principles and demonstrate their application Given a hypothetical situation the student will demonstrate inductive and deductive reasoning		Independent study Independent study

	Time	Teacher Activity or Strategy	Materials	Evaluation
ndent read- ne textbook able to out- methods g and eval- hich the upon pro- principles		Independent study		Project Paper
ndent read- he textbook able to out- methods d objective will evaluate these meth- psycholo- demon- tion		Independent study		Project - Paper
l situation nonstrate tive rea-				Quiz

What? Content?	Student Activities	Time	Teacher Activity or Strategy
	Following independent study the student will analyze a newspaper editorial and cite evidence of uncritical thinking		Student will bring in several editorials from more than one newspaper for analysis
	Following an independent textbook reading the student will construct and conduct an experiment on concept development. He will record data, summarize results, and draw conclusions		Conduct concept formation experiment
UNIT VI			
I. Understanding Personality	Have the students list in their notebook, after reading the text, the major theories concerning personality formation	2 weeks	Lecture
A. Popular versus The Scientific View of Personality			

	Time	Teacher Activity or Strategy	Materials	Evaluation
nt study yze a and cite l think-		Student will bring in several editorials from more than one newspaper for analysis		Interview
udent student conduct concept all re- ze re- clusions		Conduct concept formation experiment		Project
st in r read- for theo- sonality	2 weeks	Lecture	Basic Text:Ch. 6 <u>General Psychology</u> Swift, W. P. Ch. 12	Project

What? Content?	Student Activities	Time	Teacher Activity or Strategy
B. The Development of Personality	When supplied with raw data the student will graph and interpret the results --		Construct project-graph
C. The Normal Distribution	Identifying correctly all of the following:		
D. Theories of Personality	A. Normal Distribution		
E. Correlation	B. Frequency -- Compute		
F. Scientific Techniques for Measuring Personality	C. Mean		
1. Ratings	D. Median		
2. Inventories	E. Mode		
3. Interviewing	To have the students discuss and compare their impressions after viewing an ink blot from the overhead projector		Student oral presentation and discussion
4. Behavior Sampling	Have each student construct a project using cartoons as examples of stereotypes		
5. Projective Techniques	Have the students write a 3 paragraph essay analyzing the stereotypes on TV shows, magazines, and advertising		
	After 2 periods of independent study in the library have a student summarize for the class the work of Hermann Rorschach		Oral presentation of projects

	Time	Teacher Activity or Strategy	Materials	Evaluation
th raw data raph and ults -- ctly all of tribution Compute		Construct project-graph		Quiz Project
nts discuss r impres- ng an ink rhead pro-		Student oral presentation and discussion	Overhead proj- ectural	Teacher Obser- vation Project Project - paper Project - paper
t construct artoons as eotypes write a 3 analyzing n TV shows advertising f indepen- library mmarize work of ach		Oral presentation of projects		

What? Content?	Student Activities	Time	Teacher Activity or Strategy	Materials
	Have the students define the following methods of personality measurement in 30 min. correctly A. Ratings B. Inventories C. Interviewing D. Behavior Sampling E. Projection After constructing a list of the characteristics of introverts and extroverts from the text each student will be able to write an essay on the topic "Is it fair to judge a person on personality alone?" The student, given a matching list of definitions, will be able to correctly match 80% of the following: A. Ambiversion B. Assessment C. Coefficient of Correlation D. Correlation E. Critical Incident Technique F. Extroversion G. Graphic Rating Scale H. Halo Effect I. Introversion J. Interviewing K. Inventory			

	Time	Teacher Activity or Strategy	Materials	Evaluation
define the of person- in 30 min.				Quiz
ing				
a list of of intro- ts from nt will be say on the judge a lity alone?"				Quiz
a match- ns, will y match g:				Quiz
Correlation				
nt Technique				
Scale				
Interviewing				

What? Content?	Student Activities	Time	Teacher Activity or Strategy
	L. Mean M. Normal Curve N. Frequency Distribution O. Negative Correlation P. Positive Correlation S. Rorschack Inkblot T. Sampling R. Rating U. Statistics V. Stereotype W. Trait		
Unit VII			
H. How Behavior Develops	The students will be able to define and explain 80% of the following:	1 week	Construct a sociogram (as per page 390)
A. Development			
B. Physical Development	A. Anxiety		
	B. Clique		
C. Motor Development	C. Cross-Sectional Approach		
	D. Development		
D. Emotional Development	E. Longitudinal		
	F. Mental Traits J. Socialization		
E. Social Development	G. Observation K. Stimulus Generalization		
	H. Personality L. Worry		
F. How Personality Develops	I. Self-Concept		
G. Mental Development	Have each student, after reading the text, explain the effect of the following on personality correctly		Demonstrate Auto-Kinetic Illusion (as per pg. 442)
	A. Maturation		
	B. Motor Development		
	C. Emotional Development		
	D. Social Development E. Mental Development		

	Time	Teacher Activity or Strategy	Materials	Evaluation
Distribution Relation Relation blot Rating				
be able to n 80% of the	1 week	Construct a sociogram (as per page 390)	Basic Text: Ch. 7 <u>General Psychology</u> , Aiken, L. R. Ch. 9 <u>General Psychology</u> , Swift, S. P. Ch. 2	Quiz
nal Approach J. Socialization K. Stimulus Generalization L. Worry				
nt, after explain the owing on ectly		Demonstrate Auto-Kinetic Illusion (as per pg. 442)	<u>Gen. Psychology</u> Aiken, L. R.	Quiz
opment evelopment opment E. Mental Development				

What? Content?	Student Activities	Time	Teacher Activity or Strategy	M
	After doing independent study in the library each student will summarize the work of Arnold Gesell			
	Have a committee of students, by using the interview method, a random sample of senior students, collect data, on the trends in fears and worries of fellow classmates. Conduct a second sampling of another grade - contrast and compare the results and report their findings to the class.		Presentation of sampling results	
Unit VIII				
I. Measuring Intellectual Ability	Given a list of the following words and a matching list of definitions the student will be able to correctly match	1 week	Presentation: Guidance counselor to explain limitations of I. Q. tests and demonstrate how successive testing may result in fluctuating scores. Explain how a psychologist computes an I. Q.	Te
A. Measuring of Intelligence				Ge
B. Individual Tests of Intelligence	A. Chronological Age B. Educable C. Genius D. Gifted E. Intelligence F. I. Q. G. Mental Age H. Retarded	I. Performance Test J. Stanford-Binet K. Trainable L. Wechsler Intell. Scale		Sw

	Time	Teacher Activity or Strategy	Materials	Evaluation
ndent study student e work of				Project Paper
of students , view method, of senior ata, on the d worries es. Con- pling of ontrast and ts and re- to the		Presentation of sampling results		Project written
following ing list of dent will be match ates Age I. Performance Test J. Stanford- Binet K. Trainable L. Wechsler Intell. Scale	1 week	Presentation: Guidance coun- selor to explain limitations of I. Q. tests and demonstrate how successive testing may result in fluctuating scores. Explain how a psychologist computes an I. Q.	Textbook. Ch. 8 Gen. Psychology Swift, W.P. Ch. 10&11	Quiz

What? Content?	Student Activities	Time	Teacher Activity or Strategy
E. Practical Application of Intelligence Tests	When given mental age and chronological age the student will be able to calculate I. Q.		
F. Mental Retardation			
G. Superior Intelligence	Following independent reading in the textbook the student will be able to develop and construct ten items that could be used in an intelligence test designed to measure space factors, number factors, inductive and deductive reasoning Following an interview with a guidance counselor, the student will be able to write an essay describing what tests are administered to the student body, and evaluate the purpose of each test When given one class period to evaluate his personal qualities, the student will be able to assess such qualities as over-achievement, under-achievement, self-confidence, procrastination, a critical attitude		

	Time	Teacher Activity or Strategy	Materials	Evaluation
l age and the stu- o calculate				Quiz
dent read- the stud- develop items that n intelli- d to meas- number and de-			Film: <u>"Testing Intelligence with the Stanford Binet"</u> 18 min. Indiana Univ. Films	Project
view with lor, the e to write ng what ered to and evalu- each test				Project Paper
ass period rsonal qual- will be able alities as , under- -confidence, critical			Film: <u>"The Development of Individual Dif- ferences"</u> 13 min. Penn State #150-11 <u>General Psychology</u> Aiken, L. R. Ch. 8	Paper

What? Content	Student Activities	Unit IX Time	Teacher Activity or Strategy
I. Heredity and Environment A. Heredity or Environment? B. Studies Emphasizing the Importance of Heredity C. Studies Emphasizing the Importance of Environment D. Studies of Twins E. Motivation F. Maturation G. Unusual Studies H. Practical Conclusions	Given a list of the following 13 vocabulary words the student will be able to correctly define 10 of them in 20 min. A. Chromosomes B. Dominant Characteristics C. Environment D. Eugenics E. Fraternal Twins F. Genes G. Genetics H. Heredity I. Identical Twins J. Maturation K. Recessive Characteristics L. Siblings M. Mendel's Law Following independent reading in the textbook the student will be able to write an essay evaluating the effect of heredity and environment upon the individual Following independent study in the library the student will be able to write an essay describing the German Nazi movement and identify the elements of the super race philosophy	1 week	Lecture Reading Film presentations and criticism

	Unit IX Time	Teacher Activity or Strategy	Materials	Evaluation
Following is the stu- correct- n in 20	1 week	Lecture Reading	<u>Our Changing Soc.</u> <u>Order</u> , Gavian, Gray, Groves Ch. 6 Basic Text: Ch. 9 <u>Gen. Psychology</u> Swift, W.P. Ch. 1&2	Quiz
acterist-				
s				
acteristica				
dent read- the stu- o write an he effect vironment		Film presentations and critiques	Film: " <u>The Social Animal</u> " 29 min. - How Man is Influ- enced by Society, N. E. T. Indiana U. Film Center	Paper
dent study student will n essay de- an Nazi ntify the elements of the super race philosophy			Bucks Co. Film Genetics, <u>Mendel's</u> <u>Laws</u> (13½ min.)	Paper 5320

What? Content?	Student Activities	Time	Teacher Activity or Strategy
	Given a pamphlet in psychology the student will be able to summarize or outline the results of 5 scientific studies of twins		Film presentations and critique
Unit X			
1. Biological Influences on Behavior	After observing a series of students taking the block test - the student will be able to draw	1 week	Lecture
A. Nervous System	Inferences regarding:		Reading
B. The Brain	A. Spatial relationships		
C. Reaction Time	B. Reaction time		
D. Glands	C. Differences among people		
E. External stimulus	Have the students listen to a demonstration of a Lie Detector and write a 4 paragraph essay including the material from the text on the topic "Can the Lie Detector be Wrong?"		
F. Emotional Behavior	The student, when given a list of the following terms, will be able on a matching quiz to correctly match 80% in 20 min.		
	A. Adrenal Gland		
	B. Alpha Wave		
	C. Autonomic Nervous System		

	Time	Teacher Activity or Strategy	Materials	Evaluation
s t in psycho- will be able r outline the ntific stud-		Film presentations and critiques	<u>Heridity and Family Environment</u> (9 min.) 472	Paper
a series of he block t will be able	1 week	Lecture Reading	Basic Text: Ch. 10 <u>Basic Psychology</u> Munn, Fernald & Fernald, Ch. 7	Paper
rding: onships e among people			Overhead Projec- tor presentation	
s listen to of a Lie rite a 4 para- uding the ne text on the ie Detector			Schematic - Brain, Nervous System	Paper
en given a ing terms, matching r match 80%				
d nervous System				

What? Content?	Student Activities	Time	Teacher Activity or Strategy
	D. Central Nervous System E. Cerebrum F. Cortex G. Cretisism H. Duct Glands I. Ductless Glands J. Electro Encephalograph K. Endocrine Glands L. Frontal Lobes M. Galvanic Skin Response N. Gonads O. Hormones P. Hypothalamus Q. Parasympathetic System R. Peripheral System S. Rapid Eye Movement T. Sympathetic Nervous System U. Reaction Time When given 2 weeks of time the student will be able to collect pictures from magazines. Draw and letter illustrations and construct a bulletin board that explains the effects of age, alcohol, drugs, and tobacco on reaction time		

	Time	Teacher Activity or Strategy	Materials	Evaluation
ns System			<u>Basic Psychology</u> Swift, W. P. Ch. 2&6	Quiz
alograph nds			<u>Basic Psychology</u> Aiken, L. R. Ch. 2	
Response				
tic System stem ement nervous System				
ks of time e able to rom maga- letter il- construct a t explains alcohol, o on re-				Project

What? Content?	Student Activities	Unit XI Time	Teacher Activity or Strategy
I. Your Environment A. Sensation and Perception B. Vision C. Hearing D. Other Sense Fields E. Perception of Time and Space F. Sensory Deprivation and Subliminal Perception	Given the following list of 22 vocabulary words the student will be able to match 80% of them with another list of definitions A. Absolute Pitch B. Threshold C. Binocular Vision D. Color Blindness E. Complementary Colors F. Convergence G. Equilibrium Sense H. Hallucination I. Hue J. Illusion K. Kinesthetic Sense L. Linear Perspective M. Monocular Vision N. Perception O. Phi Phenomenon P. Pitch Q. Skin Senses R. Stereotype S. Subliminal Perception Following independent reading in the textbook the student will be able to design and draw 5 pen and ink illusions	2 weeks	Conduct demonstration re: optical illusions: size consistency, shape consistency, perceptual vigilance. as per----

	Unit XI			
	Time	Teacher Activity or Strategy	Materials	Evaluation
ing list of 22 s the student atch 80% of r list of de- h sion ess ary Colors ense ense ective ision non T. Taste Buds U. Timbre V. Tone erception endent read- ok the stu- to design and nk illusions	2 weeks	Conduct demonstration re: optical illusions: size con- sistency, shape consistency, perceptual vigilance. as per----	Basic Text:Ch. 11 Film:"Facial Vision" 2 min. Cornell U. Films, Cornell, N. Y. - Location of obstacles by blind people Basic Psychology, Aiken, L.R. pg. 315 Basic Psychology, Aiken, L.R. Ch. 5 Basic Psychology, Swift, W.P. Ch. 6	Quiz Project

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What? Content?	Student Activities	Time	Teacher Activity or Strategy	Materials
	Given the materials the student will be able to conduct a test for color blindness, summarize the results, and draw inferences regarding the results After collecting pictures from fashion magazines the student will be able to analyze and discuss the use of illusion in proper dress for heavy and thin people Following independent study in the library the student will be able to identify 5 examples of camouflage in nature After independent reading in the textbook the student will be able to write an essay illustrating how handicapped people compensate for their handicap Given the materials the student will construct an after-image color chart. He will conduct a personal experiment, following trials with 2 colors he will predict what the results will be for 2 additional colors		Student presentation	

	Time	Teacher Activity or Strategy	Materials	Evaluation
the stu- conduct. ness, lts, and arding		Student presentation		Project
ures ines the to anal- use of ress for e				Interview
nt study udent will examples ture				Quiz
reading in dent will essay il- capped for their				Quiz Paper
the stu- an after- He will experi- als with dict what the results will be for 2 additional colors				Project

What? Content?	Student Activities	Time	Teacher Activity or Strategy	Ma
	When shown a series of 5 paintings the student will analyze and identify the techniques used by the artist to create the perception of depth			
	Given the materials the student will conduct an experiment to illustrate body adaptation to temperature. The student will record data, draw conclusions, and summarize the results			
Unit XII				
I. Mental Illness	Given a list of the following	2	Lecture	
A. Mental Ill-	terms the student will be able	weeks	Reading	
ness as a Social	to explain 80% of the follow-			
Problem	ing correctly			
B. Neurotic Be-	A. Acute Hallucinosia			
havior	B. Acute Psychosis			
C. Psychosis	C. Amnesia			
D. Functional	D. Aura			
Psychoses	E. Behavior Therapy			
E. Organic Psy-	F. Chronic Psychosis			
chosis	G. Conversion Reaction			
F. Convulsive	H. Convulsive Disorder			
Disorders	I. Delirium Tremens			
G. Treatment for	J. Dissociative Reaction			
the Mentally Ill	K. Electric Shock Treatment			
	L. Fugue			

es	Time	Teacher Activity or Strategy	Materials	Evaluation
series of 5 udent will an- fy the tech- the artist to ception of depth				Quiz
rials the stu- ct an experi- te body adapt- ature. The ord data, draw d summarize				Project
the following nt will be able of the follow- cinosis osis erapy ychosis Reaction Disorder emens Reaction ck Treatment	2 weeks	Lecture Reading	<u>Our Changing So- cial Order</u> Gavain, Gray, Groves Ch. 5, 6, 7, 8 Basic Text: Ch. 15	Quiz

What? Content?	Student Activities	Time	Teacher Activity or Strategy
	M. Functional Disorders		
	N. Grand Mal		
	O. Group Therapy		
	P. Hydrotherapy		
	Q. Hypochondriac		
	R. Indoklon Therapy		
	S. Insanity		
	T. Jacksonian Convulsive Disorder		
	U. Korsakoff's Psychosis		
	V. Manic-Depressive		
	W. Multiple Personality		
	X. Neurosis		
	Y. Neurotic Nucleus		
	Z. Obsessive - Compulsive		
	AA. Organic Disorders		
	BB. Paranoid Reactions		
	CC. Paresis		
	DD. Paretic		
	EE. Pathological Intoxication		
	FF. Petit Mal		
	GG. Phobia		
	HH. Psychodrama		
	II. Psychomotor		
	JJ. Psychosis		
	KK. Psychosomatic		
	LL. Psychotic		
	MM. Schizophrenia		
	NN. Senile Psychosis		
	OO. Strait Jacket		
	PP. Taraxacin		
	QQ. Tic		

Time	Teacher Activity or Strategy	Materials	Evaluation
s ve Disorder is ive s cation		Film: <u>Treatment of the Mentally Ill</u> Bedlam (2 hrs.) Penn State <u>You Are There:</u> <u>Dr. Pinel Unchains</u> <u>the Insane 362.2-1</u> (27 min.)	

What? Content?	Student Activities	Time	Teacher Activity or Strategy
	Following a field trip to Byberry Mental Hospital coupled with independent reading in the text the student will be able to write an essay comparing and contrasting the modern treatment of the mentally ill with that of former years After listening to a speaker discuss the problems of alcoholics the students will be able to write a 3 paragraph essay summarizing the problems	✓	Field Trip Panel discussion after presentation by resource speaker from Livengrein

	Time	Teacher Activity or Strategy	Materials	Evaluation
rip to By- ital coupled eading in t will be say com- ting the of the at of for-		Field Trip		Paper
speaker ms of alco- will be aragraph g the pro-		Panel discussion after presen- tation by resource speaker feom Livengrein	<u>Basic Psychology</u> Aiken, L. R. Ch. 10	Paper